

MANSFIELD PUBLIC SCHOOLS
Progress Report
Kindergarten – November 2014

Reading to Understand

Learning basic reading skills is the primary goal for kindergarten students. Since the beginning of the school year, they have been working on the following: phonological awareness, decoding, fluency, vocabulary, and comprehension skills and strategies. Auditory skills such as the awareness of differences in sounds, words, rhymes and syllables are taught. Children will distinguish the differences between two different words, between two rhyming words, and between two initial sounds. Children are beginning to learn how to use strategies to decode. During this marking period, they read/identify their own names; learn how to identify upper and lower case letters with no hesitation; recognize initial sounds in words; and recognize printed letters in their names and familiar words. Students are expected to read at least four of the following words by sight (I, see, like, my, a, to, and, go) and track print from left to right. Oral language development is ongoing through the participation in language activities. Students should speak clearly and fluently using complete sentences. They are expected to demonstrate an understanding of new words by incorporating them in classroom discussions and/or by sharing experiences or feelings. They demonstrate understanding of instruction by following directions. Students also demonstrate comprehension by identifying what a story is about; identifying the main idea in nonfiction selections; retelling a few details or events from the text; and engaging in conversations about the text read or shared. They are beginning to activate their prior knowledge about a topic, make predictions about what may happen next, and answer specific questions about the text.

Writing to Communicate

During the first marking period students learn that writing is a form of communication and the type of writing varies to fit a particular purpose. They understand the difference between letters and words. At this time a student will write his/her name as well as write some high frequency words such as I, a, see, me, my, and, like. Students are using writing tools effectively so they form letters correctly and write some words. Much of the writing done at the beginning of the school year is shared and interactive. Students work with the teacher as they write about topics together. The students contribute ideas during this shared writing time and use complete sentences when telling or adding to a story. They are moving toward independence by using a combination of drawing, dictating, and writing to compose texts in which they can name what they are writing about and can supply some information about the topic.

Mathematics

Students start the school year focusing on the counting sequence from 0-20. Many kindergartners find it particularly challenging to say the numbers 11 to 19 correctly because of the inconsistencies in how they are named. Your child will also build and recognize set to 10 using fingers, five-frames and ten-frames, and objects. To do this they must understand one-to-one correspondence, the idea that when counting to find the total number of objects in a collection, they must count each object once and only once. Students are counting, ordering, and comparing numbers to 10 and practicing writing the numbers to 10. Subitizing, the ability to quickly recognize how many objects are in a collection (up to 5) without counting, has students using five- and ten-frames, the number rack, and fingers as they work on all the combinations of 5 and 10. Students are comparing sets of objects using the words more and less. Finally, they must have a firm grasp of cardinality, that is, that the last number they say when counting a group of objects indicates the total number in the collection. Finally, they are learning to build with 2-dimensional shapes.